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PUPILS' PREFERENCES OF COURSES IN THE SIXTH GRADE

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Thesis

PUPILS' PREFERENCES OF COURSES IN THE SIXTH GRADE

Submitted by

Milton H. Nelson

(B.S. in Ed., Boston University, Boston, 1936)

In partial fulfillment of requirements for

the degree of Master of Education

1948.

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Chapter I

STATEMENT OF PROBLEM AND PREVIOUS RESEARCH

The purpose of this study is to discover the preferences of sixth grade pupils regarding certain subjects in the elementary school curriculum.

While the terms: preferences, choices, likes, and dislikes are commonly referred to in relation to this study, interest appears as the underlying factor governing opinions as they become established by the individual.

Concerning interests Dewey[1] writes, "It is the sole guarantee of attention; if we can secure interest in a given set of facts or ideas, we may be perfectly sure that the pupil will direct his energies toward mastering them." Paralleling this statement is the fact that pupils usually do well the things they like to do.

Classroom teachers have recognized the importance of interest in its relationship to achievement as it pertains to pupils' school work, by employing various means of motivation and stimulation within the several subject matter fields.

By taking cognizance of the existence of the preferences of pupils made available through inventory of data, teachers may find it valuable to examine such information as to its

(1) John E. Dewey, Interest and Effort in Education. Boston: Houghton Mifflin Company, 1931, p.1

Chapter I

STATEMENT OF PROBLEM AND PREVIOUS RESEARCH

pertinence to the programs of study offered and to the larger problems of individual differences.

This investigation was planned for the following purposes:

1. To find out which studies sixth grade pupils prefer;
2. To note the opinions pupils establish toward certain studies;
3. To discover their choices of studies;
4. To ascertain whether there are sex differences in their preferences;
5. To discover some of the reasons governing pupil's first, second, and third choice of study.

Related Findings

The area of study centered about children's interests and preferences is a comparatively recent one, not having been explored to any great extent up until the last quarter century. Educators are, however, becoming more concerned as to pupils' likes and dislikes, as well as to children's general opinions toward school programs, placing, thus, more emphasis upon the consumer angle of education.

Park and Burgess[1] write that, "The clue to all social activity is in this fact of individual interests." They further contend that, "Every act that every man performs is to

(1) Robert E. Park and Ernest W. Burgess, Introduction to the Science of Sociology, University of Chicago Press, Chicago, 1928. pp. 454-460

be traced back to an interest."

Of interest, Davis[1] states, "It is the unifying element in attention which builds up associations, determines sequences and selects their order of importance." He believes that, "Interest may have a natural basis in the environment of the child or it may be stimulated by artifical means. The work of the classroom is often a case of artificial stimulation of interest in material for which the child has little background for natural development. In such a case, artificial interests should be developed until a genuine interest has been aroused."

A number of investigations have been conducted concerning pupils' preferences within specific areas, but little data appear available relative to this problem from the curriculum viewpoint as a whole.

For example, a study was undertaken by McDonald[2] to determine whether or not there were any specific preferences among junior high school students as to written composition assignments. She found that pupils preferred assignments in the following order: the letter, the outline, the paragraph, the play, the report and the article. No significant statistical differences were found to exist between boys and girls in their preference for written composition assignments.

(1) Robert A. Davis, Psychology of Learning, McGraw-Hill Book Company, New York, 1935. pp. 331-332

(2) Catherine B. J. McDonald, Student Preferences in Written Composition Assignments in the Seventh, Eighth, and Ninth Grades, Unpublished Ed.M. Thesis, Boston University. 1945. p. 33

Lyons[1] recently investigated the preferences of sixth grade pupils to determine the degree of interest to which such pupils reacted to reading assignments. Her findings indicate that children preferred assigned tasks in which activities such as excursions, no activity, construction, and entertainment were given rather than those which required talking and writing. This would be indicative of the fact that further motivation and interest should be created in the fields of speaking and writing.

Wallenthin[2] reports in her study of the preferences of fifth and sixth grade pupils regarding written activities of the social studies, that fifth and sixth grade children liked working together with two or three other people when writing reports in this subject matter area, rather than working alone. She found further that individual choices among fifth and sixth grade children differed widely.

In a recent study conducted by Stewart[3] concerning pupils' preferences as to types of assignments, it was discovered that pupils in fifth and sixth grades have definite likes and dislikes in preparing daily assignments. She found that children preferred drawing, constructing, use of multiple

(1) Catherine L. Lyons, Evaluation of the Relative Appeal of Reading Assignments, Unpublished Ed.M. Thesis, Boston University, 1945. p. 76
(2) Doris V. Wallenthin, Preferences of Fifth and Sixth Grade Pupils in Written Activities of the Social Studies, Unpublished Ed.M. Thesis, Boston University, 1945. p. 40
(3) Dorothy Stewart, Children's Preferences in Types of Assignments, Unpublished Ed.M. Thesis, Boston University, 1945. p.76

texts, group participation, and self-directions, while activities in reading, writing, and talking were noted as least desired.

Dawson[1] investigated children's preferences relevant to conversational topics and found that the preferred topics were those which were most immediately within pupils' experiences.

Some studies have been made as to the composition interests of junior high school pupils which demonstrate a tendency for pupils to like such topics as those relating to travel, adventure, outdoor activities, literature, humorous anecdotes, ethics, animals and pupil improvement. Pupils appear to dislike topics having to do with sentiment, health, social problems, civics, science, proverbs, arts, winning prizes, and machines. The reasons most frequently offered by junior high school pupils for choosing a particular topic were that they liked a topic and that they knew something about a given topic. Such findings are reported by Coleman[2] in a study similar to this one and indicative of the fact that pupils of this age were capable of offering a limited amount of reasoning governing choices.

Further studies have been carried on bearing pertinence as to what children like best to do outside actual school work.

---

(1) Mildred A. Dawson, "Children's Preferences for Conversational Topics", Elementary School Journal, 37: 429-437, February, 1937.

(2) H. I. Coleman, Written Composition Interests of Junior and Senior High Pupils, Contributions to Education, No. 494, Teacher's College, Columbia University, New York, 1931. pp. 30-31

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(2) H. I. Coleman, Written Composition Interests of Junior and Senior High Pupils, Contributions to Education, No. , Teachers' College, Columbia University, New York, 1931. pp. 30-31

Pupils' opinions have been solicited to the extent of discovering likes and dislikes in connection with hobbies, motion pictures and reading.[1]

Many inquiries have been made in secondary schools as to student preferences such as the study of Coleman.[2] As a result of data revealed in this report and similar studies at this level, more substantiation has been given the belief that achievement and interest parallel each other.

The subject matter of reading interests has been surveyed by Thorndike,[3] for example, wherein pupils ranging from grades four through high school were studied for the purpose of determining certain interest patterns. A conclusion of his survey pointed out that sex was more outstanding than age or intelligence as a determiner of patterns of interests.

This study attempts to find pupils' subjective reactions and preferences with regard to subjects in the curriculum as a whole, rather than confining itself to specific subject matter areas.

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(1) Twelfth Yearbook of the California Elementary School Principals' Association, "Children's Interests", Oakland, California, 1940

(2) H. I. Coleman, Written Composition Interests of Junior and Senior High Pupils, Contributions to Education, No. 494, Teacher's College, Columbia University, New York, 1931. pp. 30-31

(3) Robert Thorndike, Children's Reading Interests, Bureau of Publications, Teacher's College, Columbia University, New York, 1941. p. 53

Chapter II

PLAN OF THE INVESTIGATION

Preparation

Prior to the construction of a questionnaire devised for recording pupils' preferences and choices of study, it became necessary to examine the report card files of the vicinity that was to be investigated to ascertain what studies in sixth grade curricula remained constant. No attempt was to be made along the line of surveying the interests of pupils in the various areas of study.

It was noted that there were, more commonly, eleven subjects in the sixth grade courses of study which were being measured at certain intervals with regard to pupil achievement. These eleven studies: Reading, Arithmetic, Language, Penmanship, Spelling, Geography, History, Drawing or Art, Music, Health Education and Science, were consistently referred to in all reports under observation, with the exception of History and Geography which were frequently mentioned as one subject matter course by name: the Social Studies. Because of this slight variation of interpretation, the questionnaire construction made allowances by providing a separate space for the Social Studies and two distinct spaces for History and Geography.[1]

The sixth grade curriculum was chosen as a source of inquiry in preference to the junior high grades as it was obvious

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upon examination of the latter course of study, that there appeared many deviations from routine programs of work in the form of electives. It was also observed that much of the instruction in the junior high grades was in the form of departmentalized teaching; hence the questionnaire might lose some of its value due to the added factor of multiple teachers affecting pupils' opinions.

On the planning of the actual mechanics of the questionnaire, several techniques were evaluated. Such studies as that by Witty and Lehman[1] were taken into consideration wherein attention was given to the fact that difficulty was encountered in the measurement of subjectivity of opinion.

The Questionnaire

The questionnaire consisted of three separate divisions simply constructed and with directions accompanying each, special caution being given to make certain that phrases or requests made, were comprehensible to pupils of the sixth grade level.

In the first column, all the studies of the usual sixth grade course of study were listed, a space having been provided directly before each study in which opinions were to be recorded, by symbols representing various attitudes that the pupils might have.

A great deal of concern was afforded as to a pupil's

(1) Paul Witty and Harvey C. Lehman, "Collecting Interests of Children", Journal of Educational Psychology, 24: 170, March, 1932

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decision of indifference of feeling toward a particular study. Since sixth grade pupils did not readily grasp the meaning or significance of the word "indifference" itself, a symbol representing this attitude in simpler terminology appeared in the Questionnaire (Column I, Directions) as, "I don't like or dislike it."

Pupils were allowed five possible choices of opinions; two of which expressed degrees of liking, two others which would give opportunity to express a degree of disliking a particular study, and a fifth attitude designating indifference or lack of opinion.

Column Two of the questionnaire, gave pupils an opportunity to select from among the subjects listed, their first, second, and third choices of study. Pupils were simply asked to record numbers to demonstrate their preferences.

Part Three of the questionnaire was devised for the specific purpose of allowing pupils to record their individual self-expressed reasons for selecting certain studies as first, second, and third in order of liking. Ample space was provided for anecdotal writings relative to choices made known.

Obviously, pupils' names and other identifying data were omitted from the questionnaire, as these were of no particular value in final consideration and interpretation of results. Pupils were requested only to designate their sex by means of a checking process.

Method of Administering the Questionnaire

Before presenting the questionnaire to the pupils for actual investigation, it was essential that the teachers involved might become acquainted with certain information and techniques to be employed in the administration of the study.

Teachers in the various classrooms received a copy of "Directions"[1] which explained the purposes of the study in hand, itself. Teachers were asked to provide a situation wherein pupils might be permitted to express their personal likes and dislikes freely. Persons conducting the study were also asked to obtain, insofar as possible, pupils' honest opinions of their studies, attention being called to the fact that choices were to be made of subjects encountered and not those in charge of instruction.

Instructions were also included in the notes to teachers regarding certain explanations as might be necessary in cases where pupils were not familiar with the technique of symbol recording.

For statistical reasons, it was deemed purposeful to advise those handling the questionnaire, to conceive of some method whereby the Intelligence Quotients of each individual pupil questioned might appropriately be inscribed in a particular place on the paper after it was completed.

Pupil Population

No special emphasis was given in an attempt to distribute

(1) A copy of the Directions will be found in the Appendix.

the questionnaire. It was distributed in the vicinity of Boston and outlying districts in fourteen separate sixth grade classrooms. Small and large schools were among those represented as were urban and small town institutions. All schools investigated were of typical nature.

Limitations

It was quite evident that this study had definite limitations. Only 386 pupils were permitted to file the questionnaire. Sixth grade pupils are not accustomed in all cases to the practice of properly utilizing certain techniques.

Pupils would be more capable of selecting or marking choices than they would writing out statements expressing reasons. Stating such reasons of subjective type, requiring written expression would be more suited as a technique in the upper grades rather than at the intermediate level. Pupils would likely be influenced, particularly, in such programs of work as music and art, where the customary procedure involves special or visiting teachers. The consideration for teacher personality influencing pupil opinion is worthy of notation, due to evidence substantiating the belief that often times subjects would be selected on the basis of liking or disliking a particular instructor rather than the course of study.

In the interpretation of the data derived from this investigation, a critical ratio of 3.00 or better was considered statistically significant in light of the following

information:[1]

> "If a given difference between hypothetical and observed values would occur as a result of chance only one time out of one hundred, or less frequently, we may say that the difference is significant. This means that the results are not consistent with the hypothesis we have set up. If the discrepancy between theory and observation might occur more frequently than one time out of one hundred solely because of the play of chance, we may say that the difference is not clearly significant. The results are not inconsistent with the hypothesis. The value of T (the difference between the hypothetical value and the observed mean, in units of standard error of the mean) corresponding to a probability of 1/100 is 2.576. One hundredth part of the area under a normal curve lies at a distance from the mean, on the axis, of 2.576 standard deviations or more. Accordingly, tests of significance may be applied with direct reference to T, interpreted as a normal deviate (i.e., as a deviation from the mean of a normal distribution expressed in units of standard deviation). A value of T of 2.576 or more, indicates a significant difference, while a value of less than 2.576 indicates that the results are not inconsistent with hypothesis in question."

The .26 per cent level of significance selected in this study for evaluation of the Critical Ratio findings, means that a C.R. of 3.00 could occur by chance but once in 376 cases.

Organization

The following chapters will include: An Analysis of the Data and Summary.

(1) Frederick C. Mills, Statistical Methods (revised), Henry Hoit and Company, New York, 1938. p. 471

Chapter III

ANALYSIS OF DATA

The purpose of this investigation was to discover the preferences of sixth grade pupils regarding the constant studies in the elementary school curriculum.

More specifically, the study centered about finding the answers to the following questions:

1. What studies do boys and girls in a sixth grade prefer?
2. What are pupils' first, second, and third choices of studies?
3. What reasons could pupils offer as to establishing certain choices?
4. Were there sex differences in their preferences?

Several of the related studies in the pupil interest field were reviewed prior to the undertaking of this study. Studies closely paralleling this one in the areas of pupil preferences, likes and dislikes, were observed and evaluated for the purposes of noting findings and to familiarize the writer with the techniques of conducting studies similar in nature.

It was apparent that little investigation had been carried on in this field up until the last quarter century. Most of the studies seemed concerned with pupil or student interests within a particular subject matter field and none appeared to deal with pupil preferences with reference to the

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curriculum as a whole. This study appears, then, to be unique in nature because of its very purpose.

It was intended, as in the case of other studies portraying pupils' preferences, that this study might present data that would be of value to the field of education, that it might bear some significance to the larger problem of individual difference recognition, and ultimately to be worthwhile in relation to program or curriculum planning.

Data for the study was obtained by means of a questionnaire carefully constructed for use by sixth grade pupils. Several forms were constructed and tried until a suitable one could be considered applicable for the purposes of this study. Of necessity, the entire questionnaire had to be comprehensible to sixth grade pupils to facilitate ease of handling.

The questionnaire consisted of three columns on one side of a sheet of paper requiring the elementary usage of symbols or numbers in two of the columns. A third column provided a space for completing statements regarding reasons that had been elaborated.

The questionnaires were distributed throughout different schools in the vicinity of Boston and outlying districts. Thirteen different sixth grade groups in separate schools were under investigation. Of the original 500 questionnaire sheets distributed, 386 were studied as a part of the analysis. No special emphasis was placed on the matter of surveying special population groups. All questionnaires were administered

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cautiously by the teachers in accordance with a set of directions made available to the teachers assisting in the study. Teachers assured pupils that they were to have an opportunity to express their honest opinions regarding their preferences. Care was taken to the extent of not having pupils' opinions under pressure of any sort. Pupil opinions of studies, not teachers, were solicited.

The original plan of this study was to discover some of the reasons governing pupil preferences. As was previously stated, reasons were to be recorded anecdotally in the form of completed statements.

It was obvious from the start, that sixth grade pupils might have difficulty in recording or expressing accurately, reasons why they had selected certain studies or made choices. It was found that pupils liked certain studies simply because they liked them. They were unable state opinions in the form of written statements. As a result, the writer was unable to treat these findings statistically or record them by means of categories in any pattern.

It did appear quite significant that pupils frequently mentioned choosing Arithmetic and Art as first choice studies, since, they explained, that there was but one answer or that they could see what they accomplished. This of itself might lend weight to the belief that pupils seem interested in realms of subject matter where it is possible to view a finished product or task.

It was also the original plan of the thesis to determine the relationship existing between Intelligence Quotients and choices of studies. This proved impossible to the extent that no reliable comparisons could be made on the basis of the varied ways by which Intelligence Quotients were derived.

The major purpose of the study evolved as that of discovering the studies pupils "liked very much" and the ones which were considered "first choice" among the majority of pupils.

Comparisons of Subjects "Liked Very Much"

Table I shows the number of times a subject was marked as "liked very much" by the 386 students who checked this questionnaire.

TABLE I
ORDER AND FREQUENCY OF SUBJECTS CHECKED AS "LIKED VERY MUCH"

Subject	Frequency
Drawing and Art	215
Health	164
Music	163
Reading	154
Arithmetic	152
Spelling	149
Science	144
Social Studies	135
Penmanship	102
Language	64

Two hundred and fifteen students checked Drawing and Art as "liked very much", while Health and Music were checked 164 and 163 times respectively. Reading and Arithmetic followed with 154 and 152 checks by students selecting these two subjects as "liked very much", but Language was, according to

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The major purpose of the study evolved as that of discovering the studies pupils "liked very much" and the ones which were considered "first choice" among the majority of pupils.

Comparisons of Subjects "Liked Very Much"

Table I shows the number of times a subject was marked as "liked very much" by the 386 students who checked this questionnaire.

TABLE I
CHECK AND FREQUENCY OF SUBJECTS CHECKED AS "LIKED VERY MUCH"

Subject	Frequency
Drawing and Art	218
Health	164
Music	163
Reading	154
Arithmetic	152
Spelling	149
Science	144
Social Studies	135
Penmanship	109
Language	64

Two hundred and fifteen students checked Drawing and Art as "liked very much", while Health and Music were checked 164 and 163 times respectively. Reading and Arithmetic followed with 154 and 152 checks by students selecting these two subjects as "liked very much", but Language was, according to

these 386 students, liked very much by only 64 students.

Sex differences in the ten subject areas were computed and compared in Table 2.

TABLE II
SEX DIFFERENCES IN THE PREFERENCES OF 386 BOYS AND GIRLS IN THE TEN SUBJECT AREAS

Subject		No. Times Liked Very Much	Per Cent	S.E. %	Diff. %	S.E. Diff.	C.R.
	B.	70	33.3	3.2	14.40	4.970	2.897
Reading	G.	84	47.7	3.8			
	B.	83	39.5	3.4			
Arithmetic	G.	69	39.2	3.7	0.30	5.023	0.059
	B.	21	10.0	2.1			
Language	G.	43	24.4	3.2	14.40	3.827	3.762
	B.	39	18.6	2.7			
Penmanship	G.	63	35.8	3.6	17.20	4.500	3.820
	B.	64	30.4	3.2			
Spelling	G.	85	48.3	3.8	17.90	4.960	3.600
	B.	83	39.5	3.4			
Social Studies	G.	52	30.6	3.5	8.90	4.880	1.800
	B.	112	53.3	3.4			
Drawing-Art	G.	103	58.6	3.7	5.30	5.024	1.055
	B.	51	24.3	2.9			
Music	G.	112	63.6	3.6	39.30	4.620	8.500
	B.	93	44.3	3.4			
Health Educ.	G.	71	40.4	3.7	3.90	5.024	0.776
	B.	103	49.0	3.4			
Science	G.	41	23.3	3.2	25.70	4.670	5.503

Table 2 shows that there are marked differences in the preferences of subject areas at the sixth grade level in subjects "liked very much" as indicated by the questionnaire. Significant differences, in which girls express a dominant preference, are in the areas of Music, Penmanship, Language, and Spelling, while boys expressed a significant preference in the Science Area. Areas in which the difference was not significant to the level selected in this study, according to sex, were

Arithmetic, Social Studies, Drawing, and Health Education.

Comparisons between Reading, as "liked very much" and each of the subsequent areas, were made to determine any significant differences in subject choices.

Table 3 points out the significance of the differences between the percentage of those students selecting Reading as "liked very much" and those selecting Arithmetic as "liked very much".

TABLE 3
SIGNIFICANCE OF THE DIFFERENCES BETWEEN THE PERCENTAGE OF THOSE WHO LIKED READING "VERY MUCH" AND THOSE WHO LIKED ARITHMETIC "VERY MUCH"

$\%_1$	S.E. $\%_1$	N_1	Diff. $\%_1 - \%_2$	S.E. Diff.	C.R.
39.846	4.0	154			
$\%_2$	S.E. $\%_2$	N_2	0.468	5.65	0.082
39.378	4.0	152			

The difference between the percentage of those selecting Reading in preference to arithmetic as "liked very much" over the standard error of the difference, resulted in a critical ratio of 0.082 which is not considered statistically significant in this study.

Since 39.846 per cent of the group selected Reading as "liked very much", and 16.58 per cent selected Language as "liked very much" it was possible also to determine the significance of the difference between these two subject areas. Table 4 gives this data.

Arithmetic, Social Studies, Drawing, and Health Education.

Comparisons between Reading, as "liked very much" and each of the subsequent areas, were made to determine any significant differences in subject choices.

Table 3 points out the significance of the differences between the percentage of those students selecting Reading as "liked very much" and those selecting Arithmetic as "liked very much".

TABLE 3

SIGNIFICANCES OF THE DIFFERENCES BETWEEN THE PERCENTAGES OF THOSE WHO LIKED READING "VERY MUCH" AND THOSE WHO LIKED ARITHMETIC "VERY MUCH"

$\%_1$	S.E. $\%_1$	N_1	DIFF. $\%_1 - \%_2$	S.E. DIFF.	C.R.
39.846	4.0	154	0.468	5.89	0.080
$\%_2$	S.E. $\%_2$	N_2			
39.378	4.0	152			

The difference between the percentage of those selecting Reading in preference to arithmetic as "liked very much" over the standard error of the difference, resulted in a critical ratio of 0.080 which is not considered statistically significant in this study.

Since 39.846 per cent of the group selected Reading as "liked very much", and 16.38 per cent selected Language as "liked very much" it was possible also to determine the significance of the difference between those two subject areas.

Table 4 gives this data.

TABLE 4
SIGNIFICANCE OF THE DIFFERENCE BETWEEN THE PERCENTAGE OF THOSE WHO SELECTED READING AS "LIKED VERY MUCH" AND THOSE WHO SELECTED LANGUAGE AS "LIKED VERY MUCH"

$\%_1$	S.E. $\%_1$	N_1	Diff. $\%_1 - \%_2$	S.E. %	C.R.
39.846	4.0	154			
$\%_2$	S.E. $\%_2$	N_2	23.266	6.09	3.82
16.580	4.6	64			

The standard error of 6.09, over the difference between the percentage of those selecting Reading as "liked very much" and Language as "liked very much", of 23.266, resulted in a C.R. of 3.82. At the outset of this study, for purposes of evaluation, a C.R. of 3.0 was to be considered statistically significant. In light of this, the C.R. between Reading and Language is significant at the 2.58 per cent level.

Similarly, Table 5 compares the significance of the difference between Reading and Penmanship, selected as the choice by these 386 sixth-grade students.

TABLE 5
SIGNIFICANCE OF THE DIFFERENCE BETWEEN THE PERCENTAGE OF THOSE WHO SELECTED READING AS "LIKED VERY MUCH" AND THOSE WHO SELECTED PENMANSHIP AS "LIKED VERY MUCH"

$\%_1$	S.E. $\%_1$	N_1	Diff. $\%_1 - \%_2$	S.E. %	C.R.
39.846	4.0	154			
$\%_2$	S.E. $\%_2$	N_2	13.421	5.95	2.255
26.425	4.4	102			

Although the critical ratio of 2.255 is not significant at the .26 per cent level selected in this study, it must be noted that some degree of difference exists, but significant only at the 5 per cent level.

The subject areas of Reading and Spelling are compared in Table 6.

TABLE 6
SIGNIFICANCE OF THE DIFFERENCE BETWEEN THE PERCENTAGE OF THOSE WHO SELECTED READING AS "LIKED VERY MUCH" AND THOSE WHO SELECTED SPELLING AS "LIKED VERY MUCH"

$\%_1$	S.E. $\%_1$	N_1	Diff. $\%_1 - \%_2$	S.E. Diff.	C.R.
39.846	4.0	154			
$\%_2$	S.E. $\%_2$	N_2	1.245	5.71	0.218
38.601	4.1	149			

From observing the above table, it is possible to say that no statistically significant difference exists between the choices of Reading and Spelling, for the critical ratio found was 0.218.

Similar to the C.R. findings between Reading and Spelling, we note the lack of significance of the difference between Reading and Health, as shown in Table 7.

TABLE 7
SIGNIFICANCE OF THE DIFFERENCE BETWEEN THE PERCENTAGE OF THOSE WHO SELECTED READING AS "LIKED VERY MUCH" AND THOSE WHO SELECTED HEALTH AS "LIKED VERY MUCH"

$\%_1$	S.E. $\%_1$	N_1	Diff. $\%_1 - \%_2$	S.E. Diff.	C.R.
39.846	4.0	154			
$\%_2$	S.E. $\%_2$	N_2	2.641	5.71	0.462
42.487	4.1	164			

Although the critical ratio of 2.856 is not significant at the .05 per cent level selected in this study, it must be noted that some degree of difference exists, but significant only at the 5 per cent level.

The subject areas of Reading and Spelling are compared in Table 6.

TABLE 6

SIGNIFICANCE OF THE DIFFERENCE BETWEEN THE PERCENTAGE OF THOSE WHO SELECTED READING AS "LIKED VERY MUCH" AND THOSE WHO SELECTED SPELLING AS "LIKED VERY MUCH"

$\%_1$	S.E. $\%_1$	N_1	$\%_1 - \%_2$ DIFF.	S.E. DIFF.	C.R.
39.240	4.0	154	1.269	5.71	0.218
$\%_2$	S.E. $\%_2$	N_2			
38.001	4.1	149			

From observing the above table, it is possible to say that no statistically significant difference exists between the choices of Reading and Spelling. For the critical ratio found was 0.218.

Similar to the C.R. findings between Reading and Spelling, we note the lack of significance of the difference between Reading and Health, as shown in Table 7.

TABLE 7

SIGNIFICANCE OF THE DIFFERENCE BETWEEN THE PERCENTAGE OF THOSE WHO SELECTED READING AS "LIKED VERY MUCH" AND THOSE WHO SELECTED HEALTH AS "LIKED VERY MUCH"

$\%_1$	S.E. $\%_1$	N_1	$\%_1 - \%_2$ DIFF.	S.E. DIFF.	C.R.
39.240	4.0	154	2.841	5.71	0.498
$\%_2$	S.E. $\%_2$	N_2			
42.457	4.1	164			

The S.E. of 5.71, over the difference of 2.641, resulted in a critical ratio of 0.462 which is not considered significant. The difference between the choice of these two subject areas may be due to chance and not a real difference as indicated by the above table.

Also to be noted is the lack of significance between those numbers who selected Reading as "liked very much" and those who selected Science as "liked very much", as indicated by Table 8.

TABLE 8
SIGNIFICANCE OF THE DIFFERENCE BETWEEN THE PERCENTAGE OF THOSE WHO SELECTED READING AS "LIKED VERY MUCH" AND THOSE WHO SELECTED SCIENCE AS "LIKED VERY MUCH"

$\%_1$	S.E. $\%_1$	N_1	Diff. $\%_1 - \%_2$	S.E. Diff.	C.R.
39.846	4.0	154			
$\%_2$	S.E. $\%_2$	N_2	2.540	5.71	0.445
37.306	4.1	144			

The C.R. findings between these two subject areas, as selected by the 386 sixth-grade pupils is not a significant result, for 0.445 is not a significant difference.

Somewhat higher, but still not significant is the critical ratio between Reading and Social Studies, indicated as "liked very much" by these boys and girls in the local sixth grades, as illustrated in Table 9.

The S.E. of 5.71, over the difference of 2.641, resulted in a critical ratio of 0.462 which is not considered significant. The difference between the choice of these two subject areas may be due to chance and not a real difference as indicated by the above table.

Also to be noted is the lack of significance between those numbers who selected Reading as "liked very much" and those who selected Science as "liked very much", as indicated by Table 8.

TABLE 8

SIGNIFICANCE OF THE DIFFERENCE BETWEEN THE PERCENTAGE OF THOSE WHO SELECTED READING AS "LIKED VERY MUCH" AND THOSE WHO SELECTED SCIENCE AS "LIKED VERY MUCH"

P_1	S.D. P_1	N_1	Diff. $P_1 - P_2$	S.E. Diff.	C.R.
39.846	4.0	184	2.540	5.71	0.445
P_2	S.D. P_2	N_2			
37.306	4.1	144			

The C.R. finding between these two subject areas, as selected by the 386 sixth-grade pupils is not a significant result, for 0.445 is not a significant difference.

Somewhat higher, but still not significant is the critical ratio between Reading and Social Studies, indicated as "liked very much" by these boys and girls in the local sixth grades, as illustrated in Table 9.

TABLE 9
SIGNIFICANCE OF THE DIFFERENCE BETWEEN THE PERCENTAGE OF THOSE WHO SELECTED READING AS "LIKED VERY MUCH" AND THOSE WHO SELECTED SOCIAL STUDIES AS "LIKED VERY MUCH"

$\%_1$	S.E. $\%_1$	N_1	Diff. $\%_1 - \%_2$	S.E. Diff.	C.R.
39.846	4.0	154			
$\%_2$	S.E. $\%_2$	N_2	4.870	5.8	0.839
34.976	4.2	135			

Since 39.846 per cent of the group selected Reading as "liked very much" and 34.976 selected Social Studies as "liked very much", the difference was 4.870. This difference over the standard error of the difference resulted in a critical ratio of 0.839 which is not a statistically significant difference.

A difference, significant at the one per cent level, was found between the percentage of those who selected Reading as "liked very much" and the percentage of those who selected Art as "liked very much", as pointed out in Table 10.

TABLE 10
SIGNIFICANCE OF THE DIFFERENCE BETWEEN THE PERCENTAGE OF THOSE WHO SELECTED READING AS "LIKED VERY MUCH" AND THOSE WHO SELECTED ART AS "LIKED VERY MUCH"

$\%_1$	S.E. $\%_1$	N_1	Diff. $\%_1 - \%_2$	S.E. Diff.	C.R.
39.846	4.0	154			
$\%_2$	S.E. $\%_2$	N_2	15.773	5.3	2.97
55.619	3.5	215			

TABLE 9

SIGNIFICANCE OF THE DIFFERENCE BETWEEN THE PERCENTAGE OF THOSE WHO SELECTED READING AS "LIKED VERY MUCH" AND THOSE WHO SELECTED SOCIAL STUDIES AS "LIKED VERY MUCH"

P_1	S.E. P_1	N_1	$P_1 - P_2$ DIFF.	S.E. DIFF.	C.R.
39.846	4.0	154			
P_2	S.E. P_2	N_2			
34.976	4.2	139	4.870	5.8	0.839

Since 39.846 per cent of the group selected Reading as "Liked very much" and 34.976 selected Social Studies as "liked very much", the difference was 4.870. This difference over the standard error of the difference resulted in a critical ratio of 0.839 which is not a statistically significant difference.

A difference, significant at the one per cent level, was found between the percentage of those who selected Reading as "liked very much" and the percentage of those who selected Art as "liked very much", as pointed out in Table 10.

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SIGNIFICANCE OF THE DIFFERENCE BETWEEN THE PERCENTAGE OF THOSE WHO SELECTED READING AS "LIKED VERY MUCH" AND THOSE WHO SELECTED ART AS "LIKED VERY MUCH"

P_1	S.E. P_1	N_1	$P_1 - P_2$ DIFF.	S.E. DIFF.	C.R.
39.846	4.0	154			
P_2	S.E. P_2	N_2			
52.819	3.5	218	12.973	5.3	2.37

Although the Critical Ratio of 2.97 is not significant at the .26 per cent level selected, it should be noted that, statistically, this difference is significant at the 1% level.

The last difference, not significant at the level selected in this study, was found between Reading and Music with a C.R. of 0.425, and is shown in Table 11.

TABLE 11
SIGNIFICANCE OF THE DIFFERENCE BETWEEN THE PERCENTAGE OF THOSE WHO SELECTED READING AS "LIKED VERY MUCH" AND THOSE WHO SELECTED MUSIC AS "LIKED VERY MUCH"

$\%_1$	S.E. $\%_1$	N_1	Diff. $\%_1 - \%_2$	S.E. Diff.	C.R.
39.846	4.0	154			
$\%_2$	S.E. $\%_2$	N_2	2.378	5.59	0.425
42.228	3.9	163			

This last comparison, between the percentage of the group of 386 students who selected reading as "liked very much" and those who selected Music on the same basis, resulted in a difference which is not significant.

Comparison of Subjects Selected As First Choice

A tabulation of the order of frequency of first choices selected by these 386 students was made and summarized in Table 12.

Although the Critical Ratio of 2.97 is not significant at the .05 per cent level selected, it should be noted that, statistically, this difference is significant at the 1% level.

The last difference, not significant at the level selected in this study, was found between Reading and Music with a C.R. of 0.425, and is shown in Table 11.

TABLE 11

SIGNIFICANCE OF THE DIFFERENCE BETWEEN THE PERCENTAGE OF THOSE WHO SELECTED READING AS "LIKED VERY MUCH" AND THOSE WHO SELECTED MUSIC AS "LIKED VERY MUCH"

$\%_1$	S.E. $\%_1$	N_1	Diff. $\%_1 - \%_2$	S.E. Diff.	C.R.
39.546	4.0	154			
$\%_2$	S.E. $\%_2$	N_2			
42.028	3.9	165	2.378	5.59	0.425

This last comparison, between the percentage of the group of 386 students who selected reading as "liked very much" and those who selected Music on the same basis, resulted in a difference which is not significant.

Comparison of Subjects Selected As First Choice

A tabulation of the order of frequency of first choices selected by these 386 students was made and summarized in Table 12.

TABLE 12
ORDER AND FREQUENCY OF FIRST CHOICES
AS SELECTED BY THE 386 STUDENTS

Subject	Frequency
Arithmetic	85
Art	78
Reading	67
Music	39
Social Studies	35
Science	30
Spelling	21
Health	21
Language	5
Penmanship	5

Table 12 points out that Arithmetic was selected as First Choice by 85 students, while Art was selected as first by 78 and Reading as first choice by 67 students. Language and Penmanship were selected as first choice by only 5 students in each subject area.

On the questionnaire, the pupils were asked to check their order of subject preference. Table 13 shows the sex differences in these first choices made by the 386 students in the ten subject areas.

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ORDER AND FREQUENCY OF FIRST CHOICES
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Subject	Frequency
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On the questionnaire, the pupils were asked to check their order of subject preference. Table 13 shows the sex differences in these first choices made by the 386 students in the ten subject areas.

TABLE 13
SEX DIFFERENCES IN FIRST CHOICES OF THE 386 BOYS AND GIRLS IN THE TEN SUBJECT AREAS

Subject		No. of Times Chosen First	Per Cent	S.E. %	Diff. of %	S.E. Diff.	C.R.
	B.	29	13.8	2.4	8.40	3.92	2.143
Reading	G.	39	22.2	3.1			
	B.	49	23.3	3.9	2.90	4.17	0.695
Arithmetic	G.	36	20.4	3.0			
	B.	2	1.0	0.7	0.70	1.30	0.540
Language	G.	3	1.7	1.1			
	B.	1	0.5	0.7	1.80	1.30	1.400
Penmanship	G.	4	2.3	1.1			
	B.	9	4.3	1.3	2.50	2.30	1.087
Spelling	G.	12	6.8	1.9			
	B.	24	11.4	2.2	6.90	2.72	2.540
Social Studies	G.	8	4.5	1.6			
	B.	44	21.0	2.8	1.70	4.10	0.414
Drawing or Art	G.	34	19.3	3.0			
	B.	12	5.7	1.6	9.60	3.14	3.057
Music	G.	27	15.3	2.7			
	B.	13	6.2	1.6	1.70	2.26	0.750
Health Educ.	G.	8	4.5	1.6			
	B.	26	12.4	2.2	10.10	2.46	4.106
Science	G.	4	2.3	1.1			

Boys differed, to a significant degree, in their first choice of Science, whereas the girls differed to a significant degree in Music as their first choice, as indicated by the questionnaire. Some fairly significant degree of choices is to be noted in Social Studies, with a critical ratio of 2.540, but it is not significant at the critical level selected in this study. Noticeable, is the lack of sex differences in a majority of the first choices of subject preferences.

Arithmetic was selected as first choice of subject preferences by 43.7 per cent of the 386 students. Comparisons

TABLE 13

SEX DIFFERENCES IN FIRST CHOICES OF THE 386 BOYS AND GIRLS IN THE TEN SUBJECT AREAS

Subject		No. of Times Chosen First	Per Cent	S.E. of %	Diff.	S.E. Diff.	C.R.
Reading	B.	29	15.3	2.4	6.40	3.92	1.63
	G.	59	22.8	3.1			
Arithmetic	B.	49	25.3	3.9	2.30	4.17	0.865
	G.	58	20.4	3.0			
Language	B.	2	1.0	0.7	0.70	1.50	0.540
	G.	3	1.7	1.1			
Penmanship	B.	1	0.5	0.7	1.50	1.50	1.00
	G.	4	2.3	1.1			
Spelling	B.	9	4.3	1.3	2.50	2.50	1.00
	G.	18	6.8	1.5			
Social Studies	B.	24	12.4	2.3	6.30	3.72	2.540
	G.	8	4.5	1.6			
Drawing or Art	B.	44	21.0	2.8	1.70	4.10	0.414
	G.	54	19.3	3.0			
Music	B.	12	6.7	1.8	0.80	3.14	0.254
	G.	27	15.3	2.7			
Health Educ.	B.	15	6.8	1.6	1.70	2.56	0.750
	G.	8	4.5	1.6			
Science	B.	26	12.4	2.3	10.13	2.46	4.106
	G.	4	2.3	1.1			

Boys differed, to a significant degree, in their first choice of Science, whereas the girls differed to a significant degree in Music as their first choice, as indicated by the questionnaire. Some fairly significant degree of choices is to be noted in Social Studies, with a critical ratio of 2.540, but it is not significant at the critical level selected in this study. Noticeable, is the lack of sex differences in a majority of the first choices of subject preferences.

Arithmetic was selected as first choice of subject preferences by 43.7 per cent of the 386 students. Comparisons

between this first subject preference and the subsequent subject areas were made to determine any significant differences. Since Art rated second in order of subject preference, Table 14 points out the significance of the difference that exists between Arithmetic and Art as first choices.

TABLE 14
SIGNIFICANCE OF THE DIFFERENCE BETWEEN THE PERCENTAGE OF THOSE WHO SELECTED ARITHMETIC AS FIRST CHOICE AND THOSE WHO SELECTED ART AS FIRST CHOICE

$\%_1$	S.E. $\%_1$	N_1	Diff. $\%_1 - \%_2$	S.E. Diff.	C.R.
43.7	5.5	85			
$\%_2$	S.E. $\%_2$	N_2	3.4	7.85	0.433
40.3	5.6	78			

The difference between the percentage of those who selected Arithmetic as first choice and those who selected Art as first choice resulted in a C.R. of 0.433. In light of the .26 per cent level of significance, which was selected at the outset of this study for the evaluation of the critical ratio findings, this difference is not considered significant.

Arithmetic, as first choice of a majority of these students, was then compared with Reading, which ranked third in order of "First Choices" as made by these 386 sixth-grade students.

between this first subject preference and the subsequent subject areas were made to determine any significant difference. Since Art ranked second in order of subject preference, Table 14 points out the significance of the difference that exists between Arithmetic and Art as first choices.

TABLE 14

SIGNIFICANCE OF THE DIFFERENCE BETWEEN THE PERCENTAGE OF THOSE WHO SELECTED ARITHMETIC AS FIRST CHOICE AND THOSE WHO SELECTED ART AS FIRST CHOICE

$\%_1$	S.E. $\%_1$	N_1	Diff. $\%_1 - \%_2$	S.E. Diff.	C.R.
45.7	5.5	85			
			5.4	7.85	0.462
$\%_2$	S.E. $\%_2$	N_2			
40.3	5.6	75			

The difference between the percentage of those who selected Arithmetic as first choice and those who selected Art as first choice resulted in a C.R. of 0.462. In light of the .05 per cent level of significance, which was selected at the outset of this study for the evaluation of the critical ratio findings, this difference is not considered significant.

Arithmetic, as first choice of a majority of these students, was then compared with Reading, which ranked third in order of "First Choices" as made by these 280 sixth-grade students.

TABLE 15

SIGNIFICANCE OF THE DIFFERENCE BETWEEN THE PERCENTAGE OF THOSE WHO SELECTED ARITHMETIC AS FIRST CHOICE AND THOSE WHO SELECTED READING AS FIRST CHOICE

$\%_1$	S.E. $\%_1$	N_1	Diff. $\%_1 - \%_2$	S.E. Diff.	C.R.
43.7	5.5	85			
$\%_2$	S.E. $\%_2$	N_2	7.7	8.07	0.954
36.0	5.9	68			

The difference between the percentage of those who selected Arithmetic, as first choice, in preference to Reading, over the standard error of the difference, resulted in a C.R. of 0.954, which is not considered a significant difference.

Music ranked fourth in order of First Choice preference. Table 16 points out the degree of difference existing between the percentage of those selecting Arithmetic and those selecting Music as "First Choices".

TABLE 16

SIGNIFICANCE OF THE DIFFERENCE BETWEEN THE PERCENTAGE OF THOSE WHO SELECTED ARITHMETIC AS FIRST CHOICE AND THOSE WHO SELECTED MUSIC AS FIRST CHOICE

$\%_1$	S.E. $\%_1$	N_1	Diff. $\%_1 - \%_2$	S.E. Diff.	C.R.
43.7	5.5	85			
$\%_2$	S.E. $\%_2$	N_2	22.7	8.52	2.65
21.0	6.5	39			

TABLE 15

SIGNIFICANCE OF THE DIFFERENCE BETWEEN THE PERCENTAGE OF THOSE WHO SELECTED ARITHMETIC AS FIRST CHOICE AND THOSE WHO SELECTED READING AS FIRST CHOICE

P_1	S.E. P_1	N_1	$P_1 - P_2$ Diff.	S.E. Diff.	C.R.
43.7	5.6	85	7.7	8.07	0.954
P_2	S.E. P_2	N_2			
36.0	5.9	65			

The difference between the percentage of those who selected Arithmetic, as first choice, in preference to Reading, over the standard error of the difference, resulted in a C.R. of 0.954, which is not considered a significant difference.

Music ranked fourth in order of First Choice preference. Table 16 points out the degree of difference existing between the percentage of those selecting Arithmetic and those selecting Music as "First Choices".

TABLE 16

SIGNIFICANCE OF THE DIFFERENCE BETWEEN THE PERCENTAGE OF THOSE WHO SELECTED ARITHMETIC AS FIRST CHOICE AND THOSE WHO SELECTED MUSIC AS FIRST CHOICE

P_1	S.E. P_1	N_1	$P_1 - P_2$ Diff.	S.E. Diff.	C.R.
43.7	5.6	85	22.7	8.52	2.66
P_2	S.E. P_2	N_2			
21.0	6.5	80			

The critical ratio of 2.65, which was found between the percentage of those selecting Arithmetic as First Choice and those selecting Music as first choice, is not significant at the level selected in this study. However, it should be noted that this difference is significant at the 5 per cent level and cannot wholly be attributed to chance.

Table 17 points out a significant difference that exists between the percentage of those selecting Arithmetic as first choice and the percentage selecting Social Studies as first choice.

TABLE 17
SIGNIFICANCE OF THE DIFFERENCE BETWEEN THE PERCENTAGE OF THOSE WHO SELECTED ARITHMETIC AS FIRST CHOICE AND THOSE WHO SELECTED SOCIAL STUDIES AS FIRST CHOICE

$\%_1$	S.E. $\%_1$	N_1	Diff. $\%_1 - \%_2$	S.E. Diff.	C.R.
43.7	5.5	85			
$\%_2$	S.E. $\%_2$	N_2	27.8	8.52	3.26
15.9	6.5	32			

A difference, significant at the .26 per cent level, was found between the percentage of those selecting Arithmetic as first choice and the percentage of those selecting Social Studies as first choice, for a critical ratio of 3.26 was found. It is thus possible to say that the preference of Arithmetic, as compared to the preference of Social Studies, is not due to chance, but to the fact that a greater majority of these sixth-grade students really prefer Arithmetic as First Choice.

Speculation as to why Arithmetic led as First Choice, might lead to the hypothesis, that this subject provided both short and long term concrete goals which younger students can more easily see, than the more long-range type of objective that enters into such subjects as Social Studies or Language.

A comparison between the percentage of those selecting Arithmetic as first choice over the percentage selecting Science as first choice also resulted in a significant difference as shown in Table 18.

TABLE 18
SIGNIFICANCE OF THE DIFFERENCE BETWEEN THE PERCENTAGE OF THOSE WHO SELECTED ARITHMETIC AS FIRST CHOICE AND THOSE WHO SELECTED SCIENCE AS FIRST CHOICE

$\%_1$	S.E. $\%_1$	N_1	Diff. $\%_1 - \%_2$	S.E. Diff.	C.R.
43.7	5.5	85			
$\%_2$	S.E. $\%_2$	N_2	29.0	8.52	3.39
14.7	6.5	30			

The difference of 29.0 over the S.E. of the difference of 8.52, resulted in a significant difference of 3.39 between the percentage of students selecting Arithmetic as first choice and the percentage of those selecting Science as first choice.

Spelling was selected as first choice by 11.1 % of the sixth-grade students, as compared with the 43.7% who noted Arithmetic as first choice. A comparison of the difference is to be found in Table 19.

Speculation as to why Arithmetic led as First Choice, might lead to the hypothesis, that this subject provided both short and long term concrete goals which younger students can more easily see, than the more long-range type of objective that enters into such subjects as Social Studies or Language.

A comparison between the percentage of those selecting Arithmetic as first choice over the percentage selecting Science as first choice also resulted in a significant difference as shown in Table 18.

TABLE 18

SIGNIFICANCE OF THE DIFFERENCE BETWEEN THE PERCENTAGE OF THOSE WHO SELECTED ARITHMETIC AS FIRST CHOICE AND THOSE WHO SELECTED SCIENCE AS FIRST CHOICE

P_1	S.E. $_{P_1}$	N_1	$P_1 - P_2$ Diff.	S.E. Diff.	C.R.
45.7	6.6	85	29.0	8.52	3.39
P_2	S.E. $_{P_2}$	N_2			
16.7	6.5	30			

The difference of 29.0 over the S.E. of the difference of 8.52, resulted in a significant difference of 3.39 between the percentage of students selecting Arithmetic as first choice and the percentage of those selecting Science as first choice.

Spelling was selected as first choice by 11.1 % of the sixth-grade students, as compared with the 42.7% who voted Arithmetic as first choice. A comparison of the difference is to be found in Table 19.

TABLE 19
SIGNIFICANCE OF THE DIFFERENCE BETWEEN THE PERCENTAGE OF THOSE WHO SELECTED ARITHMETIC AS FIRST CHOICE AND THOSE WHO SELECTED SPELLING AS FIRST CHOICE

$\%_1$	S.E. $\%_1$	N_1	Diff. $\%_1 - \%_2$	S.E. Diff.	C.R.
43.7	5.5	85			
$\%_2$	S.E. $\%_2$	N_2	32.6	8.36	3.88
11.1	6.3	21			

A difference of 3.88, which is considered statistically significant, exists between the percentage selecting Arithmetic as first choice in comparison to those selecting Spelling as first choice, and is noted in the above table.

Table 20 points out another significant difference existing between this subject area of Arithmetic in comparison to Health, as first choices of these sixth-grade students.

TABLE 20
SIGNIFICANCE OF THE DIFFERENCE BETWEEN THE PERCENTAGE OF THOSE WHO SELECTED ARITHMETIC AS FIRST CHOICE AND THOSE WHO SELECTED HEALTH AS FIRST CHOICE

$\%_1$	S.E. $\%_1$	N_1	Diff. $\%_1 - \%_2$	S.E. Diff.	C.R.
43.7	5.5	85			
$\%_2$	S.E. $\%_2$	N_2	33.0	8.36	3.947
10.7	6.3	21			

Whereas 43.7 per cent of these students selected Arithmetic as first choice, only 10.7 per cent selected Health as first choice. The difference between these percentages over the

$\bar{X}_1$ 45.7	S.E. $\bar{X}_1$ 5.5	N_1 85	$\bar{X}_1 - \bar{X}_2$ 32.6	S.E. Diff. 8.56	C.R. 3.88
$\bar{X}_2$ 11.1	S.E. $\bar{X}_2$ 6.3	N_2 21			

standard of error of the difference, of 8.36, resulted in a highly significant critical ratio of 3.947.

Table 21 points out a significant difference that exists between the First Choices of Arithmetic and Language.

TABLE 21
SIGNIFICANCE OF THE DIFFERENCE BETWEEN THE PERCENTAGE OF THOSE WHO SELECTED ARITHMETIC AS FIRST CHOICE AND THOSE WHO SELECTED LANGUAGE AS FIRST CHOICE

$\%_1$	S.E. $\%_1$	N_1	Diff. $\%_1 - \%_2$	S.E. Diff.	C.R.
43.7	5.5	85			
$\%_2$	S.E. $\%_2$	N_2	41.0	6.47	6.33
2.7	3.4	5			

Five students, or 2.7 per cent selected Language as first choice, whereas 85 students, or 43.7 per cent, selected Arithmetic as first choice. The resulting difference of 41.0 over 6.47, which is the standard error of the difference, resulted in a C.R. of 6.33, which is considered highly significant in this study.

A very similar comparison is to be noted between the subject preference of Arithmetic as compared with Penmanship in Table 22.

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TABLE 22
SIGNIFICANCE OF THE DIFFERENCE BETWEEN THE PERCENTAGE OF THOSE WHO SELECTED ARITHMETIC AS FIRST CHOICE AND THOSE WHO SELECTED PENMANSHIP AS FIRST CHOICE

$\%_1$	S.E. $\%_1$	N_1	Diff. $\%_1 - \%_2$	S.E. Diff.	C.R.
43.7	5.5	85	40.9	6.47	6.318
$\%_2$	S.E. $\%_2$	N_2			
2.8	3.4	5			

Typical to the C.R. findings between Arithmetic and Language, was the result between Arithmetic and Penmanship, for a critical ratio of 6.318 was found. Evidently, the selection of Arithmetic, as first choice, as compared to Penmanship, as first choice, is a very significant difference and cannot be attributed to chance.

Chapter IV

SUMMARY

The original plan of this study was to discover the preferences of sixth grade pupils regarding the constant subject matter courses in the elementary school curriculum.

The questionnaire, distributed, provided the 386 pupils concerned, with opportunities to express their likes and dislikes to select first, second, and third choice subjects and to record their uninhibited reasons for having established certain choices.

Upon actual compilation of the data made available, it was noted, in accordance with anticipated results, that sixth grade level pupils could offer nothing concrete in the form of reasons governing choice selections. Such anecdotal reasons as were offered were vague and could not be categorized into any type of consistent patterns. The only significance, if any, associated with this phase of the study, lay in the fact that boys and girls frequently mentioned as reasons for liking Arithmetic and Art, that, "There was only one answer", or, "they knew when the task was finished."

It was also found that intelligence quotients, as stated for individual pupils by those administering the questionnaire, were not valid as a basis of comparison or other statistical treatment, because of the fact that such I.Q.'s were derived

Chapter IV

SUMMARY

on varied types of mental instruments. Treatment of such data was also discarded in the ultimate analysis.

Since there was a vast amount of data as a result of the questionnaire findings, it was apparent that an unlimited number of comparisons could be made.

Insofar as this study of pupils' preferences was concerned, the ultimate purpose became simply that of determining and treating statistically, pupils first choices of subjects and the studies which were listed by pupils as being "liked very much". Tables, recordings, and comparisons were set up attempting to portray sex differences and significance within the phases of this study.

It was interesting to note that 215 boys and girls listed Drawing and Art as "liked very much", while 164 boys and girls selected Health as liked similarly. Music was noted as being liked very much by 163 pupils and Reading was mentioned as being liked very much by 154 boys and girls.

Marked sex differences in the preference of subject areas occurred at the sixth grade level. Music, Penmanship, Language, and Spelling were preferred by girls. On the other hand, boys expressed a significant preference for subjects in the Science area.

Boys and girls chose Arithmetic as their "first choice" subject, having mentioned it 85 times. Art was chosen as first choice subject 78 times, and Reading was noted as "first choice" 67 times.

It was very significant that boys and girls did not, according to the findings of this study, prefer the Social Studies or Language. This would tend to substantiate the belief that boys and girls like least the two important subject matter areas which are in turn considerably responsible for pupil development.

Boys and girls differed significantly in two of the subject fields of "first choices". Boys chose Science while girls expressed an appreciable choice for Music. There appeared to be a lack of sex differences in the majority of first choices of subject preferences.

Health education was mentioned as being "liked very much" 164 times, but was mentioned only 21 times as a "first choice". This subject field did not appear to occupy the same feeling of preference too consistently in regard to preferences.

Arithmetic was considered the major "First Choice" subject matter field, yet it ranked fifth in the "like very much" column on the questionnaire tabulation.

Studies which were consistently least preferred were Social Studies, Language, Spelling, and Penmanship.

In the comparisons between Reading and the other subject areas based on the "like very much" opinions or preferences, the differences were not significant with one exception: namely, the difference between Reading and Language. This comparison resulted in a critical ratio of 3.82, which is

significant at the .26 per cent level selected in this study.

In the comparisons between the subjects listed as first choices, in which Arithmetic ranked as first by 43.7 per cent of the students, several significant differences were found: namely, between Arithmetic and Social Studies, Arithmetic, and Science, Arithmetic and Spelling, Arithmetic and Language, and Arithmetic and Penmanship. Lack of significance between the "First Choice" selection of Reading, Art, and Music in comparison to the first choice of Arithmetic was to be noted.

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APPENDIX

Directions

ATTENTION OF TEACHER CONDUCTING THE QUESTIONNAIRE:

This questionnaire is being conducted relative to a study determining pupils' preferences of courses. It is intended for use in the sixth grade of elementary schools.

As is immediately apparent upon observation, the information anticipated will be of a highly subjective nature. It is hoped that in the distribution and administration of the paper pupils will have an opportunity to express their personal likes and dislikes without having been influenced concerning any choice they might make.

In facilitating better and more subjective choices, together with reasons for likes and dislikes, it might be purposeful to have the pupils understand that the whole matter is not a situation in which they are to be ranked, but rather an opportunity to express their honest opinions. Please emphasize that there naturally will be many and wide differences of choices. As is obvious, the questionnaire will be more valuable if pupils are advised that they are not making choices of which teacher they like, but actually what studies they enjoy and why they themselves like them.

Parts II and III of the questionnaire will appear more or less simple and self-explanatory to those pupils supplying the necessary answers and will require only a minimum amount of supplementary direction.

It is requested that the teacher take reasonable caution in explaining Part I of the questionnaire where the five letter symbols are involved. It will be noted by the teacher that the letter "I" represents an indifferent attitude towards a given study, and has been expressed in simple terms which children might readily understand.

In our statistical treatment of the questionnaire, it will be helpful if Intelligence Quotients of pupils completing the answers are inscribed in the upper right hand corner of the sheet. These, of course, should be in the form of numbers indicating the "I Q's" without names of those participating. Please use a method of your own in getting these marks properly affixed.

I wish to thank you for having this study done in your room, and I will see that you have a copy of the results.

Thank you.

M. H. Nelson

APPENDIX

Directions

ATTENTION OF TEACHER CONDUCTING THE QUESTIONNAIRE:

This questionnaire is being conducted relative to a study determining pupils' preferences of courses. It is intended for use in the sixth grade of elementary schools.

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Parts II and III of the questionnaire will appear more or less simple and self-explanatory to those pupils supplying the necessary answers and will require only a minimum amount of supplementary direction.

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I wish to thank you for having this study done in your room, and I will see that you have a copy of the results.

Thank you.

B. H. Nelson

GIRLS AND BOYS: Here is your chance to tell us what your favorite studies are and why you like some studies better than others.

Mark with "X": Girl _ Boy _

Age ___ Grade ____

DIRECTIONS: PART I

Please use one of the following letters to tell how you feel about each study:

G - I like it very much
H - I like it
I - I don't like or dislike it
J - I dislike it
K - I dislike it very much

(Mark Letters in Column I)

DIRECTIONS: PART II

Choose your three favorite studies from those named.

A No. 1 after your first choice
A No. 2 after your second choice
A No. 3 after your third choice

(Mark these 3 choices in Column II)

DIRECTIONS: PART III

Place your three favorite studies, choices 1, 2 and 3, on the lines below and finish the statements in your own words. These are the ones you marked in Column II.

Col. I		Col II	Col. III
	READING		1st CHOICE_____
	ARITHMETIC		I like this study because _____
	LANGUAGE		_____
	PENMANSHIP		_____
	SPELLING		2nd CHOICE_____
	GEOGRAPHY		I like this study because _____
	HISTORY		_____
	or SOCIAL STUDIES		_____
	DRAWING OR ART		3rd CHOICE_____
	MUSIC		I like this study because _____
	HEALTH EDUCATION		_____
	SCIENCE		

SCIENCE			
PHYSICAL SCIENCES			
MATH			
BIOLOGICAL SCIENCES			
HISTORY			
SOCIAL SCIENCES			
ENGLISH			
LANGUAGES			
BUSINESS			
ELECTIVES			
VOCATIONAL			
HOMEMAKING			
AGRICULTURE			
TRADE & INDUSTRY			
MARKETING			
col. 1	col. II	col. III	

(Mark responses in Column I) (Mark those in Column II)

DIRECTIONS: PART I

Please read each statement from top to bottom following instructions in each box.

A. If I were your high school counselor, I would advise you to take:

1 - 11 courses or more
2 - 10 courses
3 - 9 courses
4 - 8 or fewer courses

B. If I were your counselor, I would advise you to take:

1 - 11 courses or more
2 - 10 courses
3 - 9 courses
4 - 8 or fewer courses

C. If I were your counselor, I would advise you to take:

1 - 11 courses or more
2 - 10 courses
3 - 9 courses
4 - 8 or fewer courses

D. If I were your counselor, I would advise you to take:

1 - 11 courses or more
2 - 10 courses
3 - 9 courses
4 - 8 or fewer courses

DIRECTIONS: PART II

Choose your three favorite activities from those listed on the first page and mark 1, 2 and 3 in the first box below. Please mark your own choice. Then mark the choice you would advise for:

col. III

1st CHOICE

_____

2nd CHOICE

_____

3rd CHOICE

_____

1 like this study because

_____

1 like this study because

_____

1 like this study because

_____

Work with "you" objects better than "it" objects.

Like some studies better and why you

_____ dogs _____ dogs

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